DOCUMENT RESUME

ED 152 449 RC 010 403

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TITLE	Choices & Careers; Free to Choose: A Slide-Tape Presentation. A Career Development Project for Tribal Girls.
INSTITUTION	Wisconsin Univ., Madison, Univ. Extension.
SPONS AGENCY	Extension Service (DOA), Washington, D.C.
PUB DATE	21 Oct 77
NOTE	10p.; Related documents include RC 010 400-403; Narrated by Leslie Teller; Slide-tape presentation is available on loan from the director of the Career Development Project for Tribal Girls, Division of Community Programs, Cooperative Extension Programs, University of Wisconsin-Extension, 432 North Lake Street, Madison, Wisconsin 53706
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	*American Indians; *Career Awareness; *Career Education; *Females; *Program Descriptions; Slides; *Video Tape Recordings
IDENTIFIERS	*Career Development Project for Tribal Girls; Wisconsin

ABSTRACT

In an effort to share some of the visual aspects of the Career Development Project for Tribal Girls as it was done in Wisconsin, a slide-tape presentation was produced. This paper presents a brief description of the 75 slides and the narration for each slide. (NQ)

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ED152449

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A Slide - Tape Presentation
Choices & Careers; Free to Choose
A Career Development Project for Tribal Girls

RC010403

21 Oct 1977

Produced by Cathaleen Finley
Narrated by Leslie Teller

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Choices & Careers; Free to Choose Career Development Project for Tribal Girls

Produced by:

Cathaleen Finley
Project Director
University of Wisconsin-Extension

Narrated by:

Leslie Teller, Menominee
Group Leader
University of Wisconsin-Extension

In an effort to share some of the visual aspects of the Career Development project for Tribal Girls as it was done in Wisconsin, the following slide-tape presentation was produced.

Slide Description	Narration
1. Title slide	Choices & Careers, Free to Choose: A Career Development Program for Tribal Girls was developed by University of Wisconsin-Extension in cooperation with Wisconsin Tribal Women.
2. Three girls dancing in a circle	The program was developed because young tribal women have some special concerns.
3. Ten girls with caption	Nine out of ten girls growing up today can expect to work for pay, and at least 60 per cent will work for pay for 30 or more years.
4. Girl watching T.V.	Society doesn't always tell a young woman that she is going to be a part of the labor force.
5. Young woman speaking to a group	Or that she is a unique individual with special talents and abilities that are hers and hers alone. She isn't always encouraged to make full use of her potential.
6. Girl daydreaming on sofa	Rather, young women tend to drift along; they tend to let things happen to them, and generally they lack planfulness.
7. Woman in traditional dress	Young tribal women may not have had ample opportunity to develop pride in their heritage and culture, particularly as it relates to the role of women.
8. Women building a home	They may not realize that in the past tribal women served vital roles as they gathered and stored food, built lodging, made medicines, or cared for the sick. Today many women work to pay for such services.
9. Chart showing time for raising children	They may not realize that they have a great number of years to contribute to society in ways other than being a mother.

10. Women doing laundry	And that technology affects the amount of time one has for different purposes.
11. Girl leaving home	Girls may not always achieve academically in a manner suitable to their ability.
12. Two girls by car	Often at a time when girls should be developing their abilities, their thoughts turn to marriage and motherhood.
13. Twenty-eight per cent of Wisconsin Indian babies are born to teenage mothers.	And many teenage girls become teenage mothers.
14. Family with caption	All these factors contribute to the fact that 32 per cent of Wisconsin Indian mothers with children under the age of six work for pay.
15. Man and woman with caption	And that in this country women earn 57 percent of what men earn.
16. Artist	So that tribal girls would have the opportunity to realize their talents, achieve their potential, broaden their horizons, and set their sights high, the Career Development Program--Choices and Careers; Free to Choose--was developed.
17. Women at round table	In 1973, UW-Extension in cooperation with tribal women from throughout Wisconsin did a project: Tribal Women; Yesterday, Today, and Tomorrow. The project involved taping tribal elders on the traditional roles of tribal women.
18. Women at long table	The tapes were then used at conferences for over 300 tribal women. At the conclusion of the conferences, planning groups were identified.
19. Woman with three girls	One of the first concerns identified by the planning groups was the need for a Career Development Project for tribal girls.
20. Girls registering	As a pilot attempt, a Career Development conference for 150 junior high Chippewa girls was held in 1974.

21. Three women	The conference was so well received that UW-Extension and a planning committee of tribal women developed a proposal which was funded by Extension Service-USDA. Many of these women then served on the project advisory council.
22. Set of booklets	The first step in the program was to develop curriculum for the project. The advisory committee identified the subjects which were to be developed into units, and reviewed all materials before they were printed.
23. Woman speaking	Tribal women such as Clara DeCoteau, a Chippewa woman, born in the early 1900's, wrote one of the units, "Growing Up To Be a Woman," which deals with the first eighteen years of her life.
24. Woman speaking	Dori Wolf, a Chippewa woman and high school teacher, wrote the unit "Raising Your Daughter," a unit for adults.
25. Girl in a chair reading	Vicki Wayman, a Lac du Flambeau Chippewa woman, did much of the art work for the project.
26. Group of girls doing evaluation	After units were evaluated by program participants by means of rating learning experiences and pre and post tests . . .
27. Two women looking at materials	. . . and by community people who worked with the program, they were redesigned and improved according to the evaluation data.
28. Community scene	Once curriculum was developed, it was time to start the program in the communities.
29. Group of women	In order to start the project in communities, meetings were held with tribal groups such as local education committees, tribal councils, or tribal staffs.
30. Head Start Center at Mole Lake	Tribes provided resources such as space for the girls to meet . . .

31. School bus	. . . and sometimes helped with transportation.
32. Two women and child	Tribal people also served as resource people by helping to teach at some sessions.
33. Community Building	The program was done either in a community center after school or in the evening . . .
34. Public school	. . . or as part of a school program.
35. Young woman sitting on table	Staff was then hired with project funds to conduct the program in the community. The staff members were called group leaders. Group leaders were paid on an hourly basis and were reimbursed for travel expenses.
36. Young woman holding papers	To be a group leader, one needed to believe in the program and the girls, be persistent, and stick to a schedule.
37. Young woman with small children	Group leaders needed to like girls.
38. Young woman studying	And they needed to be willing to spend time studying and preparing.
39. Group of women studying	Group leaders from several tribes received two to four days of training at a central location. The training focused upon the subject matter content of the program, working with young girls, the program operation, and job responsibilites.
40. Group of group leaders	At the training session, group leaders got a chance to study and become familiar with the materials.
41. Woman with books	They also had a chance to do practice teaching. Group leaders frequently said that this was the most helpful part of the training.
42. Two women standing at table	UW-Extension faculty and Indian women from local communities provided the training. Training was then followed up with bi-weekly staff meetings which group leaders said they found very helpful.

43.	Potowatomi Community Building	To get the program started in the community, group leaders identified girls, visited parents, and made arrangements for meeting space and transportation.
44.	Group leader with group of girls	Group leaders were expected to work with three groups of eight to fourteen girls, their parents, and others in the community. The program was usually conducted after school in community buildings, although some communities did the program in the school system.
45.	Group of girls	For the girls, the program meant selecting the units they wanted to study. It takes from about one to ten hours to cover a unit, depending upon the interest of the girls.
46.	Young girl studying	In the program, girls had a chance to . . .
47.	Girl thinking	. . . think,
48.	Two young girls	. . . discuss ideas with others,
49.	Puppets	. . . do a puppet show,
50.	Girls doing skit	. . . do skits and pantomimes,
51.	Girls showing poster	. . . do art projects,
52.	Two girls in costume	. . . to learn about the past and one's culture and heritage,
53.	Group of girls	. . . to visit with resource people,
54.	Group of girls laughing	. . . and to have fun.
55.	Girl studying	Groups of girls met for at least 24 hours of sessions focusing upon the curriculum of the project. Programs ranged from two to five months.
56.	Neopit mill	A special part of the program was a field trip which focused upon the world of work. This was offered to every girl who participated in the program.
57.	Registering at conference	A highlight of the program were the career conferences. The conferences were held for girls from several com-

munities. Often one conference was held for younger girls and another for older girls.

58. Woman at podium

The conferences featured tribal women such as Fannie LeMay as keynote speakers.

59. Group at long table

Girls had the opportunity to participate in various discussion groups.

60. Young girls looking at exhibit

Representatives of colleges and universities had displays and visited with girls.

61. Woman speaking

Girls had a chance to learn about employment opportunities in different areas of work from employment specialists.

62. Child development exhibit

They had a chance to learn about careers in the field of child development.

63. Man with display of welding tools

And such nontraditional careers as being a welder.

64. Two young women

Visiting with college students gave the girls some insight into college life.

65. Girls showing art work

At each conference girls presented part of the program by giving talks, traditional dress reviews, skits, or showing art work.

66. Two girls talking

Career conferences meant girls could meet other girls from several communities. The sharing between tribes helped to reinforce the ideas presented in the program.

67. Girls doing illustrated talk

Putting on a program for parents and others in the community was also a highlight for tribal girls.

68. Girl with poster

A group of older girls at the Mole Lake Chippewa Reservation summed up the ideas of the project by posters which they made.

69. Girl with poster on education

One poster focused upon the importance of education.

70. Girl with poster on men's jobs

A second poster dealt with women as workers, with special emphasis on nontraditional jobs.

71.	Girl with poster on helping	And the girls did not forget the characteristics of which women can be so proud, such as giving a helping hand.
72.	Bill board at Mole Lake	The project was welcomed in Wisconsin. Why don't you try it in your own community?
73.	Title slide	Choices & Careers; Free to Choose: A Career Development Project for Tribal Girls
74.	Young woman	Narrated by Leslie Teller, a Menominee woman and group leader.
75.	Woman with group of girls	Produced by Cathaleen Finley, UW-Extension Project Director.

The slide-tape presentation is available on loan for a period of two weeks from the director of the Career Development Project for Tribal Girls, Division of Community Programs, Cooperative Extension Programs, University of Wisconsin-Extension, 432 North Lake Street, Madison, Wisconsin 53706. The telephone number is (608) 263-2771.